

THE 1960S COURSEWORK ASSIGNMENTS

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

The 1960s

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Popular culture in Britain in the late 1940s and 1950s
- The changing standard of living in Britain during the 1950s
- The impact of television upon British society in the 1950s and early 1960s

Introduction

To many of the people at the time, they were the ‘swinging sixties’. They were a decade when fashions changed continuously and young people appeared to have more freedom than ever before. It was a time that many people look back on with fond memories, but which others blame for some of the failings of society.

What were the sixties really like? Were they a time when people just enjoyed themselves, or were they time when things began to go wrong in British society? These are some of the questions that you will answer when you tackle this assignment.

SOURCE A: Part of a description of the 1960s written by the actress Joanna Lumley in the 1990s

It was 1964, a hot summer's evening, and instead of the rush hour an extraordinary silence and emptiness had descended upon London, on England, on Britain. I came out of the tube station and hurried down to my aunt's flat, where I was staying while I did my Lucie Clayton course in modelling. No one was to be seen by the flower-stall, the newspaper stand. If I sprinted I would get there in time. The nation held its breath because that evening the four Beatles, all the Fab Four, were appearing live on 'Juke Box Jury': John, Paul, George and Ringo being cool, hip, smart, lippy, charming and funny. It was very heaven to be alive.

SOURCE B: A description of a concert written in the 1990s

When I was seventeen, in 1964, my friend and I got tickets to the Mad Mod Ball at Wembley, where the Stones were playing, stuck out on a platform in the centre of the stadium. We had dancing tickets, which meant that we could get really close. I doubt if the Stones ever played so near their audience again. I can remember their terrified faces, when they were trying to get off the stage, surrounded by the heaving, maniacal, screaming mob

SOURCE C: Paul McCartney describing Beatles concerts; he was talking in 1984

There'd be a lot of screaming, rather than nowadays, people are a little more reserved. It was never as crazy as they used to say it was. If you'd see a bunch of kids coming towards you, you could stop them. They'd only want your autograph; and you could chat. The thing about fans was I used to do the same thing myself. I felt like I understood what they were on about. Some people who didn't understand what they were on about thought that they were coming to get them and ran. So Johnny Ray and people like that would run and they'd rip his jacket off.

SOURCE D: An entry in the TV Times in 1965



SOURCE E: A description of radio in the 1960s, this was written in the 1990s

Before the broadcasting honchos cottoned on to the fact that the teenage audience was the way of the future, there was very little for us to listen to. We were stuck with our parents singing along to 'Sing Something Simple', the BBC Light Orchestra and the Billy Cotton Bandshow'. So who can forget the thrill of tuning in to Radio Luxembourg in those rock-famished days and hearing all the pop songs we'd ever desired? Even if the reception was lousy, the songs were faded out after a second or so and every three nanoseconds there'd be an ad for Horace Batchelor and his infallible gambling schemes based at Keynsham, spelled K-E-Y-N-S-H-A-M, near Bristol.

SOURCE F: Part of an article in the *Daily Mail*, 25 May 1964

Mrs Mary Whitehouse, a schoolteacher, has launched a national campaign to help writers who find it difficult to induce the BBC TV to screen their work. She said yesterday, “Authors who speak out strongly for the established Christian faith and write plays which inspire a sense of purpose and hope find it extraordinarily difficult to get their work accepted”.

Mrs Whitehouse, 53, is founder of the Women of Britain Clean Up TV Campaign. She added, “It became necessary because of the built-in censorship which the BBC exerts against much which is good and clean in our national culture.

SOURCE G: Part of a biography entry for the singer Janis Joplin; this was published in the 1990s

She was a rebellious teenager. She developed a powerful blues voice and sang in clubs in Houston the mid-1960s, before joining Big Brother and the Holding Company in San Francisco. She became a national star after a sensational performance at the Monterey Pop Festival in 1967. She formed the Kozmic Blues Band (1969), and then the Full Tilt Boogie Band. Always given to excess, she died of a drugs overdose in 1970.

SOURCE H: Part of *England, Half English*, by Colin MacInnes, 1961

Today youth has money, and teenagers have become a power. In their struggle to impose their wills upon an adult world, young men and women have always been blessed with energy, but never, until now, with wealth. After handing mum a pound or two, they are left with more spending money than most of their elders, crushed by adult obligations. They are a social group whose tastes are studied with respect – particularly by the entertainment industry.

SOURCE I: Numbers of students in full-time education in Britain

1961 200,000

1969 390,000

Assignment One: Objective 1

1. Describe popular culture in Britain at the beginning of the 1960s. **(15)**

2. Why did groups like the Beatles and the Rolling Stones have such great impact during the 1960s? **(15)**

3. To some people the 1960s were the best of times, to others it was a period when many things went wrong in society. Why do people have such different ideas about the 1960s? **(20)**

(Total 50 Marks)

Assignment Two: Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the impact of the Beatles in the 1960s?

(6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the effects of pop music in the 1960s? Explain your answer.

(8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why many young people believed that the 1960s gave them opportunities that they had never had before?

(10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why some people came to see the 1960s as a period of bad influences on British society.

(12)

5. Study all of the sources

‘Popular culture in the 1960s did more harm than good.’

Use the sources and your own knowledge to explain whether you agree with this view.

(14)

(Total Marks 50)

Coursework Assignment Mark Scheme

The 1960s

Assessment Objective 1

1. *Describe popular culture in Britain at the beginning of the 1960s.* (15)

Target: Key features/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. television, pop music, films etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of pop music, Cliff Richard, US performers, beginning of soap operas etc. (6-10)

Level 3: Developed exposition supported by selected knowledge, e.g. US influences predominant in music and television, performers copying US, weakness of film industry in general, (11-15)

2. *Why did groups like the Beatles and the Rolling Stones have such great impact during the 1960s?* (15)

Target: Causation/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. style of performances, songs, lyrics etc. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of performances, lifestyles, relative affluence of teenagers, Liverpool Sound etc. (6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. making links between factors, affluence created a new market which was exploited by entertainment industry, new identity for performers, comparative freedom of expression etc. (10-15)

3. To some people the 1960s were the best of times, to others it was a period when many things went wrong in society. Why do people have such different ideas about the 1960s?
(20)

Target: Causation/recall of knowledge AO1

Level 1: Simple statements supported by some knowledge, e.g. freedom, youth culture, but drugs, abuse etc.
(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. details of youth movements, fashion, music, drugs, break up of society
(6-10)

Level 3: Developed explanation supported by selected knowledge, e.g. makes links between factors, at the time people felt liberated, but since criticisms of the swinging sixties, morality etc.
(11-15)

Level 4: Sustained argument supported by precisely selected knowledge, e.g. relates attitudes to political beliefs, liberalism v traditional ideas, concept of society, role of authority etc.
(16-20)

Coursework Assignment Mark Scheme

The 1960s

Assessment Objectives 2 and 3

1. Study Source A

What can you learn from Source A about the impact of the Beatles in the 1960s?

(6)

Target: Comprehension of a source AO2

Level 1: Simple statements supported by some knowledge taking the source at face value, e.g. everything stopped for the Beatles, heaven to be alive etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the source, pointing out the weaknesses of the source or setting the source in context, e.g. dominance of the Beatles, weakness of memory, attitude of a young person etc.

(4-6)

2. Study Sources A, B and C

Does the evidence of Source C support the evidence of Sources A and B about the effects of pop music in the 1960s? Explain your answer.

(8)

Target: Cross referencing and evaluation of sources AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. yes they all say that pop concerts were the same etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making links between sources, e.g. Source C is from the point of view of a performer, Source B suggests that the Rolling Stones were terrified, Source C says that some people were attacked, Source A says everyone wanted to see the Beatles etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the sources, e.g. Source C suggests that it was not quite as

bad as people claim; this was 1984, by 1990s authors of Sources A and B may have had different ideas, Source C is not describing concerts etc.

(7-8)

3. Study Sources D and E

How useful are Sources D and E in helping you to understand why many young people believed that the 1960s gave them opportunities that they had never had before?

(10)

Target: Analysis and evaluation of sources for utility AO2

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. there were television programmes and Radio Luxembourg etc.

(1-3)

Level 2: Developed statements supported by relevant knowledge making inferences from the sources, evaluating the weaknesses and strengths of the sources or setting the sources in context, e.g. television programmes were aimed completely at young people, the BBC did not cater for young people at first, they listened to the same programmes as their parents etc.

(4-6)

Level 3: Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of the sources, e.g. Source D shows that the programme was given a special advertisement, it was trying to attract young viewers, Source E shows how determined young people were to listen to pop music etc.

(7-10)

4. Study Sources F and G

Use Sources F and G, and your own knowledge, to explain why some people came to see the 1960s as a period of bad influences on British society.

(12)

Target: Analysis and interpretation of sources/recall of knowledge AO1/AO2

- Level 1:** Simple statements supported by some knowledge taking the sources at face value, e.g. people believed that the BBC was not showing some plays, Janis Joplin was rebellious and took drugs etc. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, pointing out the weaknesses of the sources or setting the sources in context, e.g. Source F suggests that the BBC was biased against traditional ideas, Source G shows that leading performers took drugs, lyrics promoted drugs, sex etc. (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of sources, e.g. the Daily Mail was a right wing paper trying to attack the BBC, Source G is a balanced account of Janis Joplin's life, at the time it was sensational etc. (7-10)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence, e.g. the views of Mary Whitehouse were a reaction against aspects of 1960s culture, Mary Whitehouse was not representative of most viewers, Janis Joplin was not representative of most performers, most music and television programmes were acceptable etc. (11-12)

5. Study all of the sources

'Popular culture in the 1960s did more harm than good.'

Use the sources and your own knowledge to explain whether you agree with this view.

(14)

Target: Analysis of interpretation of events/recall of knowledge AO1/AO3

- Level 1:** Simple statements supported by some knowledge taking the sources at face value supporting or opposing the view, e.g. yes people took drugs, there was too much sex, no it was okay really etc.
- (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, supporting or opposing the view, e.g. details of drugs/sex in lyrics and lives of performers or vice versa etc.
- (4-6)
- Level 3:** Developed explanation supported by selected knowledge and making positive use of the Nature, Origin and Purpose of sources to support or oppose the view, e.g. most sources are simply people remembering what a good time they had, the bad influences were isolated and did not last etc.
- (7-11)
- Level 4:** Sustained argument supported by precisely selected knowledge and using the sources as evidence to assess the view and compare it with alternative views, e.g. the worst examples of abuse came at the end of the 1960s and were restricted, critics saw this as the thin end of the wedge, attitudes have changed since the 1960s, social breakdown has been blamed on the liberalism of the period etc.
- (12-14)